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Previous references

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(Education)

File No

Serial Nos 1-2

Later references

E D

GENERAL AND REVENUE SECRETARIAT

Serial Nos 1-2

dl Part B for Sept 1859

SUBJECT

Proposed Improvement in the Syste~ of Education in 1854

Andrew D Wauchope

W D 88—GPB—50 000—24 7 16

addressed to you

CH

61

My dear Sir

I have signed the document and herewith return it

If the Commissioner thinks remark on the difference between the increase now sought and that requested in my application to Capt Haines you will be able to explain the circumstance

The addition of a Draftsman also introduced at your suggestion — and because we [illegible] think, on looking at the [illegible] paid on [illegible] for, we shall [illegible]

Memorandum 3 of the proposed improvement in the present system of Education drawn up for the Commissioners Consideration -

2 There are two modes in which education may be promoted by a Government -

1 The Government may build Schools, engage teachers, and establish a course of instruction to be pursued directly under the management of its own Officers -

2 Or it may enlarge the system adopted several years ago, by giving increased aid to the Schools already in operation -

The first of these plans would involve great delay before the necessary arrangements could be made, and a much larger expenditure of money than the latter

latter—

We recommend therefore that a further trial be made of the course hitherto pursued — but enlarging the monthly grants to a sum sufficient to improve the character of the Institutions so supported, and thus provide efficiently for the education of the classes, for whom they are designed —

An addition of 250 Rupees monthly to the sum already granted for the purpose, would be sufficient to meet the current expenditure of the native Educational Institution in Bangalore, as the salary of the Head Master is paid by the Wesleyan Mission

There will be accommodation for 400 Boys, upwards of 200 of whom will became a good education in English, and the remainder in the vernacular language including the Mahratta for all who wish to learn it—

The course of instruction has been given in a former paper, and will be found to embrace all the subjects taught in the Madras University—For example, when well grounded in the English language, the scholars will learn the nature and constitution of the world we inhabit

inhabit, its animal, vegetable,
and mineral productions, their
uses and properties as subservient
to human wants,- its relation to
the system of the universe, and
its natural and political subdi-
visions the nature and propensi-
ties of man himself, as developed
in the history of nations and
the lives of individuals the con
stitutions of human society,
including our responsibilities
to individuals, and to the social
body of which we are members
or briefly, as extensive a knowledge
as can be taught of the actual
system

system and laws of nature both physical and moral. Again those who go through the entire course prescribed will learn something of the laws they are called upon to obey, & acquire some knowledge of Political Economy, of jurisprudence, of trade and manufactures, they will also obtain some acquaintance with certain of the useful arts, such as Practical Mechanics and Engineering. Agriculture and Draftsmanship, as subjects of obvious utility in most stations of life.

As a guarantee for the continued efficiency of the Institution Government might appoint an Inspector regularly to visit it, and report on its state and also to suggest any subject of study it might be thought desirable to introduce, the latter to qualify any of the Youths for taking part in the public Service.

An account shall be submitted to Government half Yearly of the expenditure of the Money granted. There are now, in addition to the Head Master, an East Indian, and five Native Teachers, and three others are required as

as soon as properly-qualified per-
-sons can be obtained. The prin-
-cipal portion of the money will
therefore be absorbed by their
salaries -

With reference to the general
extension of education in the ver-
-nacular language, there are no
suitable teachers at present avail-
-able to whom the work could be
entrusted. In the course of time
we hope some of the youths trained
in the above institution will be
found of service in promoting
this object -

We would advise the
formation of a School Commission,
or Educational Board, consisting
of European & native gentlemen
whose

close attention should be given to the best means of extending education generally—

Chittagong Division.

The Wesleyan Mission has recently sent to the School in Lomkoor, an English Master as well qualified as could be obtained for the amount at its disposal. There are now 65 boys receiving instruction in English and Canarese and the monthly expenditure is 105 Rupees. We therefore recommend an addition of 50 Rupees to the Grant already made. A larger sum is not required at present as in the event

ment of a Master being obtain-
-ed from England, there is no
house on the station which he
could occupy, and it will
consequently require some time
before any better arrangement
than the present can be made

J Garrett

C Elphinstone

Bangalore
19th March 1852

Extracted from the 1st July
1852

H Gubbins

12

1852.

From J. Garrett Esqr. &
C. Kiatuwanak Nqido
Dated 19th March
Memorandum
of the proposed im-
=provement on the
present System of
Education, drawn
up for the Commissioners
Consideration.-

To 13

C. Krishnamah Naidoo
Secretary to the School
Commission, Bangalore

Sir

1 Having had an application from Shemoga for a qualified Teacher and being frequently referred to on the subject of the general extension of education in the Mysore, I wish to submit the following outline of a scheme to the consideration of the School Commission.

2. Governments do not undertake or encourage the education of the people for the sole purpose of filling their subordinate offices with efficient servants this may be a very proper object, but it is secondary to the higher intention of advancing the social interests, and elevating the character of the Community at large Were the Mysore Commission to confine the operation of its educational efforts to the inferior object, the

existing

existing Schools in their present form, and with their present endowments, might, perhaps, be sufficient But this is not the case, and the importance of liberal popular instruction, is as much felt and acknowledged here as elsewhere.

In this view the Schools of the Mysore are inefficient They give the Cutcherry requirements of penmanship, and an imperfect knowledge of English, to some three or four hundred boys, but neither elevate the individual, nor benefit the mass. And this is not to be wondered at, as they are conducted in no system, by badly paid masters, who have had no training.

It is evident that unity of operation, vigorous superintendence, and trained Teachers are essential in themselves and absolutely necessary to substitute better machinery all the Schools should be under the controul of one central authority subject to

Similar

similar discipline and pursuing an appointed course of studies.

The first thing to be done is to extend the duties and powers of the recently formed Commission to the whole of the Schools of the Mysore Territory, at the same time appointing the Superintendents or their Assistants, as corresponding members of the Commission and Visitors of the Schools in their respective Divisions. A General visitor might also be appointed for purposes of inspection and as the principal step towards practical improvements in the working of the Schools themselves, a Normal Training Class should immediately be formed in connection with the Bangalore Native Educational Institution, the object of which would be to supply the Mysore Schools with suitable Masters.

Should these general and fundamental proposals meet with the approbation of the Commission the following particulars might be presented for consideration.

English

English Schools can be successfully carried on only at Official towns, where govern-ment situations present attractions and inducements to the acquisition of the Lan-guage One or two large towns, though non-official, might perhaps have an experimen-tal school granted, should a sufficient number of heads of families desire it and promise support The Divisional Towns, however, are the only localities presenting more than possible success. Six establishments, therefore, are as many as can be reckoned upon, Viz

One at Bangalore (Pettah)
One at Bangalore (Cantonement)
One at Mysore
One at Soomcoor
One at Shemoga
One at Hajsun

At each of these places, with the exception of Mysore, a school already exists, and the attention

attention and efforts of the Commission may therefore be directed to improvement rather than founding.

In suggesting the nature of the necessary improvements the most important place should be given to the plan, already mentioned, of forming a Normal Training Class, in connection with the Bangalore Institution, from which, within three years teachers might be sent to assist the present Masters, and fill up vacancies Too much stress can not be laid upon this particular, as the success of a school is mainly dependent on the qualifications of the teacher.

Every school should have at least two Masters More than two will be required at Bangalore and Mysore, and not less than that number at the other stations, as a solitary Master speedily becomes inefficient, having neither the aids nor the restraints of society to stimulate

his

his zeal, which a few months are sufficient to exhaust. It should also be remembered that the duties of a moderate sized school, when vigorously attended to, demand two teachers.

The next particular to be suggested is that the masters should have respectable salaries. This is an essential point. No amount of training or superintendence will be of any service if the Masters are ill paid Were it possible to obtain qualified men for a small pay it would be bad policy, as poverty invites disrespect, and a teacher without respect is without influence, and a school in which the Master has no influence had better have no existence But it is impossible to secure efficient teachers at inadequate salaries Men may accept masterships, temporarily, as a means to something better, and will retain them

because

because they are fit for nothing better
A decent salary will secure decent men
not less than 100 Rupees a month, or 80
Rupees and a dwelling house, should be
given to the Head Master, and 70 Rupees
or 50 Rupees and a House, with prospect
of promotion on vacancy, to the Second
Master.

A suitable School room should
be provided on each station with play
ground attached, and supplied with the
necessary furniture and apparatus the
whole adapted to the system on which
the masters will, or are proposed to be,
trained, at the Bangalore Institution.

A monthly fee should be demand
-ed from all the scholars, partly as a
security for regular attendance, and
partly to assist in defraying the current
expenditure.

Scholarships might be established
in connection with each provincial School

which

which would entitle the holder to moderate sustenance stipend, and admission to the higher Classes of the central Institution at Bangalore

Appointments to Government offices, as a reward of attainment and meritorious conduct, would have a very beneficial influence, inducing application, and a lengthy term of study securing at the same time a higher class of servants for public duties.

The scheme just detailed embraces the principal points necessary to provide a suitable English education for as many of the youth of Mysore as are likely at present to desire it.

The question of vernacular education requires separate consideration, as it is surrounded with difficulties peculiar to itself.

A model vernacular School might be established in connection with each of the six English provincial schools, whose teachers could then exercise a general superintendence over its operations

To provide for the extension of really efficient vernacular education over the Country, a Normal Training Class should be formed, of Native Youths selected for the purpose, chiefly perhaps from those who hold scholarships, (Para 12) and who, when qualified for the duty, might be appointed to the charge of a vernacular School in such towns as may be thought to have the first claim. The regulations for inspection, the rate of pay, and other particulars, may be fixed hereafter.

I may mention that many applications have been received from Nagapy, Mudgherry and other large and important places, for vernacular schools and that these applications have been unattended to, chiefly

chiefly from the circumstance of our not having qualified men to appoint, and no machinery in operation for securing efficient supervision.

I think, however, that if some such plan as the one here sketched be adopted, and perseveringly followed out for a few Years, Mysore would, in regard to its educational advantages, be fully equal to any part of India, and with a much less expenditure than has generally been incurred.

An annual Report might be published containing an account of operations, examinations, receipts, grants, and disbursements, in connection with all the Schools in Mysore.

About 20,000 Rupees would probably be the Yearly expenditure required to carry out the above suggestions but for the present an addition of about 500 Rupees a Month to the outlay since

now incurred, would be sufficient, as little more could be done than making a grant to the additional School it has been found necessary to establish in Bangalore, (Cantonment) and another grant for the support of the Normal Training Classes it is proposed to form.

I may add in conclusion that the suggestions embodied in this Minute are the result of the experience of several Years, as well as of the careful study of the annual Reports of the Bombay Board of Education and of the Ceylon Central School Commission and other documents connected with the spread of education in India

I remain &c.
Signed J Garrett

Bangalore
11th October 1853

Memorandum by the Secretary to the Commission for the educational institutions in Mysore

I agree with the Reverend J Garrett in the views expressed in the first three

three Paras of his minute herewith submitted for the remarks of the Commissioners.

The proposition of Mr. Garrett contained in the 4th Para is advisable. The Superintendents of the Divisions or their Assistants may be requested, through the Secretary of the Commissioner for the Government of the Country, to be corresponding Members of the Commission for the Educational institutions, and visitors of those institutions in their respective Divisions. A Member of this Commission may be an occasional general visitor.

The establishment of the proposed normal Training Class in connection with the Bangalore institution, may be recommended for the approval of the Commissioner for the Government of the Country

With reference to the 7th Para, I think that Bangalore is the proper place for the formation of the training

class

Ad'l 25

Referring to the 8th Para I concur with Mr Garrett in the propriety of having two School Masters at the Divisional Schools and three at Bangalore.

The suggestion offered in the 9th and 10th Paras, may be adopted, and submitted for the Commissioner's consideration and approval

Adverting to the 11th Para I do not think it proper to demand any fee for some Months at least, but if demanding the fee be deemed unobjectionable, I am of opinion that it should be under 1/2 Rupee at the beginning.

The suggestion contained in the 12th Para, may also be adopted.

The subject of Vernacular Schools may be reserved for future consideration. In the mean time, steps however may be taken to ascertain the State of vernacular

education

education throughout the country.

With respect to the last Para but one, Mr. Garrett may be requested to state how the proposed additional Amount of Rupees 500 is to be laid out.

Since writing the above I have seen Mr. Garrett. The additional sum of 500 Rupees, he proposes to lay out as follows.

For the new school in the Cantonment about Rupees ——— 200

For Normal training Class for English Teachers ——— 180

For Normal training class for Native Teachers, for the purchase of apparatus, Books, and for other purposes ——— 120

Rupees — 500

The Receipts and Disbursements on account of the Government Educational institutions, shall be exhibited in the annual Report to be submitted to the

Comm[r]

Commissioner for the Government of the Country.

Bangalore
22d. October 1853

Signed / C Hestuanac

I beg to express my cordial concurrence in all Mr. Garretts views and hope that the Commissioner will at once sanction the Grant of an additional five hundred Rupees per mensem to view the Government Schools as a mere Nursery for Government Servants is of course a mistake but in a Country where nothing really is considered a prize but the obtaining (or the employment the production of a certificate of proficiency from the Educational authorities may advantageously be held to confer a claim on its possessor over others of only equal talents and acquirements.

The question of the finances is doubtless a point of great importance, and this I think is secured by the salary proposed by Mr. Garrett The plan of supplying them

them with a dwelling house at the Govt
ment expence would conceive end to the
object more than providing them with the
funds necessary to rent one. Mr. Garretts
arguments for having more than one
teacher to each school are unanswerable.

Mr. Garrett in conjunction with
Major Green should be requested to prepare
the necessary plans and Estimates for
school houses, play ground. enclosures, and
teachers dwelling houses

I agree with His Excellency Kadoo
that the question of a school fee may be
advantageously postponed for the present
till we see how the system works without
it. The question of scholarships, or of
other rewards of merit, should be left to
Mr. Garrett.

An entire remodelling of the
system of vernacular education which
already exists among the natives is a

question

question on which I do not feel myself qualified to speak

26th October 1853. Signed J. F. Cunningham

I concur in Mr Garretts views and in the opinions expressed by Captain Cunningham

If the payment of a small fee say 4 Annas per mensem, would tend to ensure regular attendance I would advocate a trial of that measure.

A remodelling of the system of vernacular education is certainly very much required, for the instruction which youths at present get in the vernacular is lamentably deficient It should be one of the objects of the Schools established at the principal stations, to educate for vernacular teaching at the inferior stations.

On a recent occasion when examining for Sirkar employment a number of young Brahmins of from 19 to 25 Years of age I found very few who could write their own

language

language correctly from dictation, ~~[illegible]~~ who could read off a clearly written manuscript with any degree of fluency, and yet the families of all these young men were of a condition to have afforded them the best vernacular education available.

I would earnestly recommend for the favorable consideration of the Comm^rs the grant of the additional allowances and several buildings proposed by Mr. Garrett.

27th October 1853. (Signed) G Haines

Accompanying are plans for a school room, and school masters quarters, which I recommend, and if they are considered suitable, I will furnish Estimates of the probable cost of construct-ing them.

Mr. Garrett's views are, I think, reasonable, but the great difficulty we have to contend with is in the indifference

of the Natives to education, which will be increased to disinclination or opposition, when they find the education of their Children is the work of Government. From enquiries I have made it appears that schools are very badly attended the boys absenting themselves for a week or 10 days together, and I do not see how this short is to be overcome, except by a moderate tax on all boys of a certain age, when being compelled to contribute to education their parents would insist that some advantage should be derived for their money, however indifferent they may be, as at present, in regard to that towards which they have nothing to pay

19th December 1853. (Signed) C Green

(True Copies)

(Endorsed)

Secretary to the School Commissioners.

Comp.

EOR

In Bangalore the two English Schools connected with the Wesleyan Mission have been greatly enlarged & improved since they have been in receipt of an increased Grant in Aid from Government The Report of last years studies, which was lately sent in to the Education Committee fully describes the course of instruction pursued, and the number in attendance

Toomcoor we have now a superior English and Vernacular School, in which about ninety boys are learning English, and a hundred & more are taught only in the Vernacular The removal of Mr Lacy, the head master, was a great loss to the School but that it might be felt as little as possible we supplied his place with a Teacher from the Bangalore Institution whom we could ill spare It will be necessary to devise some means to prevent the recurrence of such things as the Educational Department will never flourish, if on transient

and experienced Masters are thus liable to be taken from us

The Normal Class we have now a very efficient Head Master, and qualified Native Assistants The numbers in attendance have doubled and I believe the school is now in a very satisfactory state

The Head Institution in Bangalore is well supplied with Philosophical Apparatus, Models, Globes, Maps Charts, and all the most approved modern appliances for imparting instruction Similar articles, on a less extensive scale, have been ordered from England for the other Schools, and may be expected here in about two months

The Normal Class appeared to be fully answering the end for which it was established, but on the promotion of Mr Lacey at Tumcur, three of his brothers, who were students in the class became dissatisfied with their prospects and wished to leave They were permitted to do so. Though we were sorry to lose

them, and their place has not yet been supplied

In addition to the above schools, which are carried on with the Government Grant-in-aid we have a vernacular school in Ganjam ~~[illegible]~~ containing about 50 boys and another in Kuddah in which there are upwards of 80 children, supported from the Mission funds. The school room in Kuddah was built by a Brahmin and presented to the Mission. Both these schools are very superior in their character to the ordinary vernacular schools under native management.

Garrett

Memorandum of Books Maps & Required for the Government
English School at Thennegah

37

4	English Instructor No I
24	English Instructor No II
24	English Instructor No III
24	Graduated Lessons in Reading and Spelling
24	Carpenters Spelling Assistant
24	English & Canarese Phrase Book
12	Gospels and Acts interlayed with Canarese Translation
12	English Bibles
12	M'Culloch's Series of Lessons
12	English Grammar 12 First Lessons in Geography
12	Arithmetics 12 Chambers' Geography
12	First History of England
12	Larger History of England
12	Brief Sketch of History of India
12	Larger ditto History of India
2	English and Canarese Dictionary
1	English Dictionary
	1 Maps of the World
	1 Europe
	1 Asia
	1 Africa
	1 America
	1 Australia
	1 India
	1 Palestine
200	Quills
1	Ream Common Foolscap
200	Slate Pencils
10	Slates

2	Pen knives
6	Sticks of India Rubber
24	School lead pencils

J. Garnett.

To

The Secretary to the Commissioner
for the Government of the Territories
of the Rajah of Mysore

Sir

At the beginning of the year, on the suggestion of Major Onslow, the Commissioner was pleased to allow Mr Whittle, the schoolmaster at Shemoga, to reside in Bangalore for six months, that he might have an opportunity of studying the system of instruction in operation in the Educational Institution here — That time being now nearly completed I have the honour of stating, for the information of the Commissioner, that Mr Whittle has made good use of his time, and is I think qualified for satisfactorily conducting such a school as will be under his care at Shemogah

In order however to give him a fair

chance of success, it will be necessary to supply the school with books and apparatus, and I beg to enclose a list of such as will be immediately required, which with the Commissioner's sanction, I will endeavour to procure that Mr Whittle may take them with him on his return to Shenvogah at the close of the present month

I would also recommend that the Superintendent be requested to furnish a sufficient number of desks and benches for the scholars who may attend — the present supply being altogether inadequate to A black board and stand should also be provided for the use of the school.

I have taken the liberty of making these suggestions as I am anxious to improve the schools as much as possible with the present machinery, in order to prepare a good field for future operation, by the time the Normal Training Class has gone through the prescribed course of instruction

With this view I am disposed to recommend that Mr Whittle should receive the increased rate of salary which has been sanctioned for qualified teachers but it would perhaps be advisable to make this increase on the recommendation of the Superintendent & the Director, should he, after a few months observation, be satisfied with Mr Whittle's talents, and his zealous application to his school duties

I have the honour to be

Sir

Your most obedient servant,

J Garrett

Bangalore,

June 7, 1854

1854

From
J. Garnett Cayce

Dated 7th June

Education 39

The Govt Genl points out what Ld Stanley's despatch calls for - viz.

a general report regarding the result of the despatch of 1854 -

This would be announced by a sketch of the rules of Govt of 6 Feb. 1857, & a statement that little has been done in it in consequence of the mutinies.

The measures adopted regarding education are generally approved, but the expense is too large - This does not apply to Bengal

Persons uncommitted with Govt. Who be appointed to the Educ Department.

- Inspr Garrett & Green are in accordance with the Great Chief in land on a proper system for training masters - and a report after mature consideration is called for of the measures recommended for training efficient masters for village as well as higher schools

- This point was provided in the scheme for Bengal & has not been followed up

When the limits of such education is decided
some have settled, & an efficient Director has
been appointed, the question will be fully considered
The whole question of Education having been left
in abeyance, this has necessarily been to relax-

6. "General approval is expressed of the English & Anglo-
" Vernacular schools. But it is intimated that the
" extension & more distance of schools of this class
" ought to be, as a general rule, effected under the
" grant in aid system. In populous districts of this
" class should be founded on Bengal scale, mainly supported
" in part by the local subscription, according to the
" grant in aid rules-
A report is called for whether the same rule may not
be introduced in other presidencies
This must I think be considered in connexion
with the two next heads - viz -

Spreading a general plan of popular education -
The Sec. of State & the Govt. Genl. both declare that
" this important branch of education must be
" effected by means altogether independent of the
" grant in aid Rules & it is added, the means
" of elementary education must be provided by
" the direct instrumentality of the officers of Govt.

by one of the plans tried in Bengal or the N W Provinces, or by a modification suited to the locality.
The imposition of a special rate to defray the expense is suggested - and a report on the scheme for education, & the mode of raising funds is called for

The grant in aid system is still to be applied to the higher class of schools, but an enquiry is made, as to the feelings of the natives towards the system, & as to the reality of their alleged objection to the grant of money to schools conducted by Missionaries

There are three questions -

1 whether no fresh schools shall be opened unless supported by local subscriptions:
2 what shall be the scheme of a popular general or college education, & whence the funds shall arise
3 How the matters like grants in aid being given to Missionary Schools -

Bengal is not at all in the position of the old Provinces in regard to education It has not been much attended to & there is little or no capacity for it - One application only, for a Govt school in Bengal, is before me that for an English school in the Chinsurah Hooghly, a large place - There is an application from a Missionary at Dooreah for grants in aid for village Missionary Schools

There has not since 1856 been any application for a village school in Wayne Tp Coy, the Jewish schools which were sanctioned are still asked for Nobody has ever suggested that they are willing & make, still less to guarantee permanently, a local subscription - In fact, except in flourishing school places in the Rural parts of Wayne it is not to be expected that any expense will be willingly borne by the people - As time goes on and educated persons increase in number, there will gradually arise a stronger desire to get education & more willingness to pay for it. At present, even in the Division Anglo Vernacular schools, no fee is paid, & it is only paid in Mr Jarrett's school Few under contemplation & require it hereafter. In regard to new English schools, they might be founded where a certain number of scholars paying a certain fee can be anticipated - but at present R 20 per annum from a school can scarcely be looked for from that source, and there is no private individual sufficiently interested & wealthy to give any material aid in time

As for village schools, something might be

done by training school masters who would teach the people what they really need to be taught viz arithmetic, the calculation of interest, calculation of expense of building, surveying area of land, and their own language, Grammar, grammatical in which they are now very imperfectly grounded.

With regard to grants in aid to high or any schools, I believe they are looked upon with suspicion & ignorance. It is only the schools giving a sound education that grants in aid are allowed, and what is called a sound education is only afforded in Govt & Supernary schools. No private individual, a Native, in Jaffna could set up such a school for fact the people have not got to that stage that they see the necessity for learning facts, and the scholars who learn facts, Geography, History, &c often do believe them entirely and learn them merely by rote. In another generation, perhaps this disbelief of what is real, & belief only of what is imaginary, such as the religious fables, will have diminished.

These three questions involve the whole of the whole system. If we are to have more schools, the payment of Dispensaries to set them up will be hateful to the people. If more Govt schools, no local subscriptions are as yet available. If an extended scheme of village education, there is no desire for it among the people if accompanied by a tax.

Village schoolmasters, as I have said, may be trained & a few of them may receive some small pay, & be inspected. & it may be looked for that they being superior to the untaught masters, will settle in a locality, & make a good thing of it. Thus will attract others to this line, and the number may be indefinitely increased, without pay, in accordance with the desire of the masters to be instructed, and of the people to employ them. A highly taught master will undoubtedly get off to some other line of employment on better pay.

There will be in the larger towns a call for a higher

class of schools, but such towns are few
the schools must be supported & be in an
effect entirely supported by Govt.
The main question of Policy is whether we are
to go in advance of the actual wants &
wishes of the people, & to spend much money
without them wishing it, or whether we are to
have economical views, to wait for the effect of
time, and to encourage the desire for education
by first giving them what they will really value,
& making a little better than they now get
Perhaps ultimately another generation may be
disposed to value & to pay for education

Regards female education -- & a reporter required
as to the nature and degree of the influence
which may be properly exerted by officers of the
Dept to promote the extension of schools for females
There is only one such school, a girls school in the
Cantonment I have never visited it, & I am not
at present well. but when boys education is so
little sought after, a great desire for that of girls
cannot be looked for. It is in my opinion a branch which

the views of Missionaries are particularly suited & undistake. I cannot help thinking that the supporters of Missions will subscribe liberally to such objects, as soon as they find that the supply from Govt is cut off = Girls schools are institutions which it requires women to establish & look after

10 - Is the great question of religious teaching & exclusion of the Bible from the course of teaching.
This would require more space than I need occupy if it was to be answered, but it appears merely to be enjoined for observance.

11 - The Lieut of State requests a comprehensive report regarding what has been done under the despatch of 1854 - the number of schools established - by Govt - or otherwise with its aid -

12. of pupils - conditions of attendance, cost of schools, Wide scheme by Govt - of establishments of control, of instruction - & grants-in-aid - also the number & character of schools unconnected with Govt and uncontrolled. Each Director of Public Instruction is to be called

to furnish a report of this

(15

12- in the question of the connection between the recent disturbances, & the measures taken regarding education

This is a point which I am sure the Commr would wish to assume himself - and on which my remarks could furnish him with no information -

46

18th September 1859.

My dear General

I have often left the Papers on Education a very long time and often only just during as long as I liked it to be. What—I have written on the accompanying sheets on the Questions proposed by you—& a few remarks

each -- In the next part, the questions are such as have easily occurred to me. I have left unanswered the last question, that of religion in schools. If Legislation can succeed from a single hand, I think you with Prefer giving it yourself.

In the remarks on the 6.7 &

67

questions, I have bunched them together. To answer them, we require to adopt some general view or other as to the true general policy in such cases whether to push on education regardless of expense, as we are now for W. apparently, or not nearly so much

n to do things more swiftly
If there should be any
point in which you will like
remarks made, such as I am
able to do, I shall be most
glad to make them - but
I fear that I have put them
I much more to you in
that I have done
Yours very truly